**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 1.0A.3**  **The Envision Lesson: 3-6 Addition: Adding in Any Order** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Order  Addend |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| REVIEW FOR TOMORROW (after teaching this lesson)  Choose any of the following:  \*Use a math journal to write in answer from the review  \*Use whiteboards to check for answers of the review  \*Use the online quiz from Envisions 3-6 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   **Vocabulary: order and addend (MARZANO STRATEGY)**  ***Day 1:***  \*This is the word “Order” / “Addend”  \*Repeat the word 3 times  \*turn to your neighbor and tell your neighbor what you think it is?  \*Examples and Non-Examples  \* “Tell your neighbor what you think it is”  \*Draw what you think it means.  Mini Vocabulary Lesson  **Order:** *Have numbers cards 1-5. Give 5 students a number and put the students (and numbers) in a mixed order. Have a student place them in the correct order.* ***This is “order”***  **Addend:** *\_\_\_\_ + \_\_\_\_=* 8 (You can have a student choose a number sentence). What two numbers do you add to make 8? (3 and 5) Correct! 3 and 5 are **addends**.  **Optional: Use online glossary in student edition to see the animated definition** | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Each student has a blank 10 frame with two different color chips. We will have 6 red and 4 blue. Together we will lay out 6 red first, and then 4 blue. (Students will write out the number sentence) **What are the two addends we are using? What is the sum?** (6+4=10). We switch the order or the addends and place down 4 blue first, and then 6 red. **What is the sum? Is it the same? Why? How do you know that? Does that answer make sense? Does anyone have a different answer?**  Do several examples together using different numbers.  \*Make sure students understand that the addends can be switched and STILL have the same sum. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Each pair of students will have two blank ten frames. They will need to come up with two problems that change the order of the addends. They will represent it using their ten frames.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | O | O | O | O | O | | O | O | O | O |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | O | O | O | O |  | | O | O | O | O | O |   EX: 4 + 5= 9 AND 5+4=9    Before showing the whole class what they did ask: “**Can you explain what you did to your partner or table group?”**  A few students will come up to the document camera to share with the whole class. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Teacher has problems made up for students to solve independently. Teacher will write a problem for all students to see (EX: 3+5= \_\_\_\_ , \_\_\_\_ + \_\_\_\_\_= \_\_\_\_\_), and they will write, on a white board, the other number sentence where the addends are in a different order. Teacher will check when all whiteboards are up in the air.  Do this several times until you feel they can do the worksheet independently.  ADDITION WORKSHEET adding addends in a different order. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Checking whiteboards for correct answer. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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